

Brooke Weston Trust – Job Families

Job Evaluation Questionnaire

Job title

School Counsellor

General Questions

Please describe in one or two sentences the purpose of your job?

To maintain the emotional support and wellbeing of students.

What are the main tasks/duties/responsibilities of your job?

As below.

% of time

Roughly, what percentage of time do you spend on each?

	Main tasks/duties/responsibilities	% of time
1	Support students with specific emotional and mental health needs.	25%
2	Note taking and making referrals to local authority or external agencies.	5%
3	Ensure the safety and well-being of students, to enable them to function within the school environment.	30%
4	Meet face to face with individual students on a weekly basis (same day and time each week). Evaluate how they are emotionally progressing.	30%
5	Maintain professional student records in line ethical codes.	10%

Are there any tasks/duties which you do occasionally, or at a certain time of the year? If yes, please list and state how often you do them.

	Occasional tasks	How often you do them
1	Review the counselling service provided to students	4 times per year
2	Attend multi agency meetings	Up to 10 per year
3	Provide reports to evidence the emotional progress students are making	2 per year
4		

1. What knowledge is needed to be able to do your job properly under the listed headings and how is the knowledge normally acquired?		
Type of knowledge	What knowledge needed and for what purpose	How normally acquired
E.g. Procedural	Processing an order for stationery	On the job instruction and experience – minimum 1 year
(1) Literacy and numeracy	Good standard of maths and English – note-taking, report-writing, communicating with external agencies.	GCSEs grade A-C
(2) Procedural (e.g. procedures instructions for carrying out tasks)	BACP (British Association for Counsellors and Psychotherapists) ethical framework - which provides guidance on how to conduct your role in a legal, ethical and professional manner.	Education/Training
(3) Equipment (e.g. machines, tools, instruments)	Laptop, office equipment	Education/experience
(4) Administrative systems	Management information systems – to access information regarding students Microsoft Office packages (inc. Outlook) – to communicate with students, staff and parents Safeguarding system – to access information on students	In house training
(5) Organisational (e.g. own and other sections/departments), including arrangements and policies	BWT policies and procedures, structure of school day, knowledge of who DSPs are within the Academy, staffing structure	On the job training
(6) Specialist (e.g. finance, IT, social work), including practical, theoretical and conceptual knowledge	CPCAB (Counselling and Psychotherapy Awarding Body) qualification – Level 4 diploma in person centred counselling and Foundation Degree Integrative Counselling Safeguarding Training	External training In house training
(7) Other languages and cultures	Prevent training, cultural diversity	External/Internal training
(8) Other, please specify		

Mental Skills

This measures what analytical, problem solving and judgement skills you need to do the job. It also looks at creativity and development skills, design, handling people, developing policies and procedures and planning and strategy.

1. In the boxes below, give 2 examples of decisions or recommendations you make, or problems you solve, on a day to day, or regular, basis.

Example 1

Whether to disclose information given by a student during a counselling session to the Academy DSP, tutor or parents (depending upon the disclosure) e.g. Bullying, self-harming, suicide

Example 2

Recommendations to students who might need specialist areas of support i.e. bereavement care, domestic abuse support, LBGT support.

2. In the box below, give an example of the most difficult or important decisions or recommendations you make or problems you solve.

When to maintain confidentiality when a student is actively suicidal. Who to involve.

How often do you expect to take a decision or solve a problem of this type (e.g. once a month, twice a year?)

3 times per month

3. Do you ever have to interpret or analyse information or situations in order to make a decision or recommendation, or to solve a problem?

No Go to the next question Yes Give an example in the box below:

Example of decision / recommendation / problem:

Student who wanted to throw themselves off the upstairs balcony to the ground floor. The aim of this was to kill themselves. They had a plan and intent to carry this out. The post holder made the decision to involve the Academy DSP and also to contact the parents, requesting they came into school.

Indicate nature and complexity of information / situation:

Highly sensitive information the post holder had to give to the parents over the telephone.

How do you interpret or analyse the information / situation?

Congruence, unconditional positive regard and empathy. These are the three core functions a counselling is trained to have in order for them to be able to analyse a situation such as this.

4. What are the requirements of your job for creative or developmental skills (in the broadest sense e.g. designing a page layout, working out how to deal with a difficult client, drawing up a new policy or procedure?)

Please rank the following statements according to how typically they apply to the job (1 = most typical, 2 = next most typical etc.) Leave blank any statements which do not apply.

	The work is designed in such a way that creative and developmental skills are not necessary
	The work requires creative skills for solving straightforward problems
3	The work requires creative and developmental skills for solving varied problems
1	The work requires creative and developmental skills for solving difficult problems
2	The work requires creative and developmental skills for producing innovative solutions to major problems.

Give an example for the option you have marked 1, as being most typical

Students daily suggest that they intend to cause serious or deliberate harm to themselves. The post holder has to be creative in how they assess that risk as to what the individual is currently partaking in to deem the level of support required.

5. Does your work require you to plan ahead or organise for the future?

No Go to the next question

Yes <input checked="" type="checkbox"/>	What period do these planning/organising activities mainly cover? (NB: please note the period over which planning activities take place, not the time-scale for what is planned)	Short term (days, up to weeks)	<input type="checkbox"/>
		Medium term (months, up to a year)	<input checked="" type="checkbox"/>
		Long term (more than a year)	<input type="checkbox"/>

Please give a typical example below:

Students may be required to undergo certain tasks to deal with their anxiety. This may be a six week intense course to retrain the brain on how to deal with exam stress or on self-harm and alternative solutions for the student.

6. Are any other forms of mental skill required for your job?
If so, please list them below and explain what purposes you require them for.

Mental Skill	Purpose required for
Resilience	Post holder not taking on the individuals issues as their own.
Empathy	The ability to see an individual's world through their eyes without letting your own agenda become involved.
Congruence	Being real with each individual and sharing what you see and feel in sessions.
Unconditional positive regard	Taking what each individual says at face value and working with those emotional needs.

Interpersonal and communication skills

This factor looks at the context, complexity and nature of the subject matter to be communicated; and the context, form, process and potential difficulty of the actual interaction with the recipient(s).

1.		
Tick the boxes below to show which forms of interpersonal and communication skills are needed for your job. Say what each is used for and with whom they are used.		
Form of skill		Used for and with whom
<i>Example: Caring Skills</i>	<input checked="" type="checkbox"/>	Providing personal services to clients in their homes
<i>Example: Caring Skills</i>	<input checked="" type="checkbox"/>	Assessing client's care needs
<i>Example: Negotiating Skills</i>	<input checked="" type="checkbox"/>	Negotiating tender contract details
Caring skills	<input checked="" type="checkbox"/>	Empathise with the students to meet their individual needs
Training skills	<input checked="" type="checkbox"/>	Provide small group work with students i.e. exam stress
Team working skills	<input type="checkbox"/>	
Motivational/team leading skills – includes own staff	<input checked="" type="checkbox"/>	Provide motivation for students when they can't see a way forward
Advising, guiding skills	<input type="checkbox"/>	
Persuading, influencing skills	<input type="checkbox"/>	
Counselling skills	<input checked="" type="checkbox"/>	To carry out core function of the role
Conciliating skills	<input type="checkbox"/>	
Advocacy skills	<input checked="" type="checkbox"/>	To represent a student who is experiencing an extreme low emotional need.
Negotiating skills	<input checked="" type="checkbox"/>	Negotiating with a student who has suicidal thoughts.
Oral (spoken) communication skills	<input checked="" type="checkbox"/>	Communicating effectively with students based on their needs.
Written communication skills	<input checked="" type="checkbox"/>	Factual and succinct records for each student. General communication with students, staff, parents etc.
Oral presentation skills	<input type="checkbox"/>	
Other interpersonal or communication skills	<input checked="" type="checkbox"/>	Congruence, Empathy, Unconditional Positive Regard
2.		
Are you required to use a language (oral or written) other than English?		
No	<input checked="" type="checkbox"/>	Go to the next question
Yes	<input type="checkbox"/>	Complete the table below
Language	Used to communicate with.	Used for.

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3. Are you required to use any form of recognised sign language?

No Go to the next section – Physical Skills

Yes Complete the table below

Form of sign language	Used to communicate with	Used for

Physical skills

This measures the physical skills required to do the job, including finger dexterity, hand-eye co-ordination of limbs and sensory co-ordination.

1.	Tick 1 box to indicate the keyboard skills needed for your job:		
Required		Used for.	
Not required, or 2-finger operation with no time constraints	<input type="checkbox"/>		
Precision required, keyboard used for some aspects of work	<input checked="" type="checkbox"/>	Maintaining notes from each student session, safeguarding referrals and emails to students, staff etc.	
Precision and speed, keyboard skills integral to main duties	<input type="checkbox"/>		
Considerable precision and speed, keyboard skills e.g. for data input	<input type="checkbox"/>		
2.	Tick 1 box to indicate whether driving skills are needed for your job, and state the nature and complexity of the vehicle driven.		
Required		Nature of Vehicle	Purpose of driving
Not required (other than for driving to and from work)	<input type="checkbox"/>		
Normal driving skills e.g. for travel between work locations	<input checked="" type="checkbox"/>	Car	Home visits
Other driving skills e.g. for specialist vehicles/plant	<input type="checkbox"/>		
3.	Are there any other forms of physical skill (dexterity, co-ordination or sensory skills) required for your job (e.g. for operating equipment, machinery or tools for preparing food)?		
No	<input checked="" type="checkbox"/>	Go to the next section – Initiative and Independence	
Yes	<input type="checkbox"/>	Complete the table below	
Skill	Used for		Precision / Speed
E.g. Dexterity	Peeling, chopping vegetables		Economical use, portion control, restricted time

Initiative and Independence

This factor looks at how independent you have to be within your job. This takes into account the nature and level of supervision of the jobholder, the level and degree of direction and guidance provided by policies, precedents, procedures and regulations, and whether the jobholder works on their own or with others.

1.	How do you know what you should be doing each day? Explain briefly below:	
Daily schedule of meetings with students. Compiled and controlled by the post holder.		
2.	What instructions, procedures, policies, legislation, govern you work? Explain briefly below:	
BWT policies and procedures, BACP (British Association for Counsellors and Psychotherapists), Safeguarding legislation, awareness of school procedures.		
3.	Give 2 examples of problems or decision you would deal with yourself, without reference to a supervisor or manager.	
Example 1		
Historical self-harm that has previously been reported/dealt with, that the students now wishes to talk about in a session.		
Example 2		
Current self-harm that the parent and tutor are already aware of.		
4.	Give 2 examples of problems or decisions you would refer to your supervisor or manager:	
Example 1		
If a student was actively suicidal, with plan and intent to carry it out.		
Example 2		
In school bullying/cyber bullying.		
5.	What form(s) of direction, management or supervision do you receive, from whom and how often?	
Form of direction etc.	From whom (job title)	How often (times per week)
E.g. Regular team meetings	Supervisor – Senior Social Worker	Every 2 weeks

Student support meetings	Student Support Officer/Line Manager	Daily
Vice Principal responsible for student care	Vice Principal	Weekly
Safeguarding meetings	DSP	Variable
Clinical supervision meetings (external)	Counselling supervisor	Fortnightly

Physical Demands

This question establishes the normal physical demands which are placed on anyone doing the job.

1.	Does your job require you to sit in a fixed or constrained position (e.g. sitting at a computer keyboard or in a vehicle driving seat, standing at a drawing board)?			
No	<input checked="" type="checkbox"/>	Go to the next question		
Yes	<input type="checkbox"/>	For what purposes?		
		How long do you have to maintain this position at any one time?		
		And how often?		times per
2.	Does your job involve any other physical demands?			
No	<input checked="" type="checkbox"/>	Go to the next section – Mental Demands		
Yes	<input type="checkbox"/>	Go to the next question		
3.	Does your job require periods of standing and walking beyond normal movement between indoor working area?			
No	<input checked="" type="checkbox"/>	Go to the next question		
Yes	<input type="checkbox"/>	For what purposes?		
		How long are these periods of standing and walking?		
		And how often do they occur?		times per
4.	Does your job require lifting and/or carrying of items or equipment (beyond light office materials, such as pens, pencils and limited quantities of paper)?			
No	<input checked="" type="checkbox"/>	Go to the next question		
Yes	Complete the table below:			
What and why	How heavy	How far	For how long	How often % working time
E.g. bucket of water, for floor washing	5 kg?	50m (up flight of stairs)	5 mins	1 per day – 2%
5.	Does your job require pushing and/or pulling of items or equipment?			

No	<input checked="" type="checkbox"/>	Go to the next question			
Yes	<input type="checkbox"/>	Complete the table below:			
What and why		How heavy	How far	For how long	How often % working time
6.	Does your job require rubbing, scrubbing, digging or similar form of physical effort?				
No	<input checked="" type="checkbox"/>	Go to the next question			
Yes	<input type="checkbox"/>	Which of these, and for what purposes?			
		How long at any one time do you rub and/or scrub, dig or similar?			
		And how often?			
7.	Does your job require working in an awkward position (e.g. crouching, kneeling)?				
No	<input checked="" type="checkbox"/>	Go to the next question			
Yes	<input type="checkbox"/>	Complete the table below:			
Position		Why	For how long	How often % working time	
E.g. Kneeling		To scrub kitchen floor	20-30 mins	1 per day – 10%	
8.	Does your job involve any other form of physical demand?				
Physical demand		Why	For how long	How often % working time	

Mental Demands

This looks at the degree and frequency of your concentration, alertness and attention to detail required by your job.

1.	Does your job require more than general awareness and sensory (i.e. using eyes, ears, touch or smell) attention, (e.g. more than general attention for watching children at play, word processing text or inputting data)?		
No	<input type="checkbox"/>	Go to the next question	
Yes	<input checked="" type="checkbox"/>	Complete the table below:	
Form of sensory attention	Needed for	For how long	How often % working time
E.g. Visual & listening attention	Watching children at play	Average 2 hours	Once a week – 5%
Listening	To assess the emotional state of mind that the student is currently in	30 minutes	8 times per day
Visual	Pick up on the students body language to assess whether they are 'closed'	30 minutes	8 times per day
2.	Does your job require more than general mental attention or concentration (e.g. more than general mental attention for repeated manual calculations, drafting a complex report)?		
No	<input type="checkbox"/>	Go to the next question	
Yes	<input checked="" type="checkbox"/>	Complete the table below:	
Form of mental concentration	Needed for	For how long	How often % working time
E.g. Totalling and tallying receipts	Balancing cash office accounts	30 mins (if tallies) to 1 hour	Twice per day – 20%
Hyper sensitivity	Students who are presenting with a complex mental health condition	5 minutes	8 times per day
3.	Is your job subject to work-related pressures e.g. regular deadlines, frequent interruptions, conflicting demands?		
No	<input type="checkbox"/>	Go to the next question	

Yes <input checked="" type="checkbox"/>	Complete the table below:		
Form of work related pressure	Source	For how long	How often % working time
E.g. Telephone interruptions (e.g. to clerical tasks)	Suppliers, other staff	2-20 mins per call	10-20 times per day
Conflicting demands	Students, parents and staff	40 minutes (one sessions)	4 – 5 times per month
4.	Does your job involve any other form of mental demand?		
No <input type="checkbox"/>	Go to the next section – Emotional Demands		
Yes <input checked="" type="checkbox"/>	Complete the table below:		
Mental Demand	Source	For how long	How often % working time
Mental alertness	Student wellbeing and welfare	40 minutes (one session)	8 times per day

Emotional Demands

Emotional demands are those arising from contacts or work with other people. For instance, those who are angry, difficult, upset or unwell; or in circumstances such as to cause stress to the jobholder.

1. Does your job involve contact (in person or by telephone) with people who by their circumstances or behaviour (for example homelessness, mentally ill, terminally ill) cause you emotional stress or upset? People can include the public, service users (including pupils) or other employees of the organisation, but not your immediate work colleagues.



Yes

Please give examples.



No

2. These people – who are they?

Cause of emotional stress or upset

Frequency of stress (daily/monthly/etc.)

Students

Self-harm
Suicidal ideation
Anxiety
Depression
Bereavement
Gender issues
Bullying
Abuse

Daily

3. Does your job involve any other form of emotional demand?

No



Go to the next section – Responsibility for People

Yes



Complete the table below:

Emotional Demand	Why	For how long	How often
Post holder taking on the students issues	As the student's counsellor	40 minutes	8 times per day

Responsibility for People – Wellbeing

This factor measures any job responsibilities which have a DIRECT (hands on) impact on the well-being of individual, or groups of, people.

1.	Do you undertake any tasks or duties which have a direct impact on people?		
No	<input type="checkbox"/>	Go to the next section – Responsibility for Supervision/Direction/Co-ordination of Employees	
Yes	<input checked="" type="checkbox"/>	Complete the table below:	
Task / Duty		Who benefits	How people benefit
E.g. Preparing and serving meals		Pupils and staff	Regular nutritious meals maintaining health of pupils and staff
Counselling sessions		Students	Their emotional wellbeing is improved and maintained.
2.	Are any people reliant, i.e. personally dependent, on you for their care and welfare?		
No	<input type="checkbox"/>	Go to the next question	Yes <input checked="" type="checkbox"/> Complete the table below:
Reliant people (who benefit)		Needs of reliant people (how people benefit)	What done for reliant people (task/duty)
E.g. SEN students		Physical and social support	Food preparation, bathing, and talking to students including assessing their needs and state of health.
Students		Emotional and mental support	Providing a 40 minute counselling session to experience their emotional thoughts
3.	Do you implement, or enforce (i.e. have formal responsibility for initiating prosecution against failures to comply) any Statutory Regulations which have a direct impact on the health, safety or wellbeing of people?		
No	<input type="checkbox"/>	Go to the next question	Yes <input checked="" type="checkbox"/> Complete the table below:
(A) Implement		Who direct impact on	Nature of impact

E.g. Implement food regulations	People eating in public places	Ensuring health of people through maintenance of food hygiene standards
Safeguarding procedures	Students	Ensuring their emotional wellbeing is maintained.
(B) Enforce	Who direct impact on	Nature of impact
4.	Do you have other responsibilities, not listed above, which impact on the wellbeing of people? For example development of policies or providing advice, guidance or interpretation of procedures or regulations which impact on the wellbeing of people. (Only include within this answer any responsibility that has as its main focus the wellbeing of people.)	
Responsibility	Nature of Impact	Who impact on
Interpret statutory regulations and how they apply to each individual students needs	Providing the best support for students	Students
5.	Do you have any other responsibilities for people, including health and safety?	
Other responsibilities	Who benefits	How benefit

Responsibility for Supervision/Direction/Coordination of Employees

This factor measures the DIRECT (hands on) responsibility of the job holder for the supervision, co-ordination or management of employees, or others in an equivalent position.

1. Does your job involve demonstrating your own duties, giving advice and guidance or training other employees?			
No <input checked="" type="checkbox"/>	Go to the next question		Yes <input type="checkbox"/> Complete the table below:
Whom (Job Groups)	What (i.e. demonstrating, guiding, training)	How often	
2. Does your job directly involve the supervision, co-ordination or management of employees or others in an equivalent position?			
No <input checked="" type="checkbox"/>	Go to the next section – Responsibility for Financial Resources		
Yes <input type="checkbox"/>	List below the employees/supervised/co-ordinated/managed, their job group and types of work and enter appropriate responsibility and location codes.		
Responsibility Codes:	1 = Regular instructions 2 = Regular checking work 3 = Regular allocation of work 4 = Organisation of work 5 = Evaluation and appraisal of work	6 = Evaluation of working methods 7 = Employee development 8 = Recruitment 9 = Discipline 10 = Co-ordination and management (the work of staff may be co-ordinated or managed through others' direct supervision)	
Location Codes:	S = Same workplace as self Number = number of other workplaces e.g. 1 = 1x other, 10 = 10x others.		
Employees supervised etc., No's, Job Groups	Type of work	Type of Responsibility Code	Location Code
E.g. 4 Finance Assistants 1 Secretary/Clerical	Order processing Typing and WP operating	1,2,3,4,5,6,8,9 2,5	S S

3.	Do you have other responsibilities not listed above, which impact on staff even though there is no direct managerial or supervisory relationship?	
Responsibility	Nature of Impact	Employees affected – give numbers and job group where relevant
E.g. Giving legal advice on employee discipline and employment tribunal cases	Effects individual managers and overall management	Staff and managers throughout Trust

Responsibility for Financial Resources

This factor measures the DIRECT (hands on) responsibility of the jobholder for financial resources, including budgets, accounting for expenditure or the administration of invoices etc.

1.	Are you directly responsible for financial resources?		
No <input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/>	Complete the table below:
Financial responsibility	Value	Nature of impact	How often
Handling cash			
Security of cash and other financial resource			
Handling of cheques, invoices, other financial transaction documents			
Accounting for receipts or expenditures			
Authorising expenditures			
Budget setting			
Budget monitoring			
Long term financial planning			
Income collection or generation			
Other, please specify			
2.	Do you have any other responsibilities that focus on the authority's financial policies or well-being? For example, for developing financial policies and procedures or for providing advice, guidance or interpretation of policies or procedures. (Only include within this answer a responsibility which has as its main focus the authority's financial policies or wellbeing)		
No <input checked="" type="checkbox"/>	Go to the next section – Responsibility for Physical Resources	Yes <input type="checkbox"/>	Please specify below:
Responsibility	Nature of Impact		

Responsibility for Physical and Information Resources

This factor measures the DIRECT (hands on) responsibility of the jobholder for physical resources, including information systems, equipment or tools, buildings, supplies or stocks, and personal possessions of others.

1.	Are you responsible for any manual or computer information?		
No	<input type="checkbox"/>	Go to the next question	
Yes	<input checked="" type="checkbox"/>	Complete the table below	
Information for which responsible		Nature of responsibility	How often
E.g. Computerised personnel (50 fields) and sickness absence records for 1000 employees		Input accurately data on computer, undertake pre-set analyses, maintain confidentiality and security	Daily
Confidential notes from each student counselling session		Accurate and factual notes stored securely for seven years	Daily
2.	Do you adapt, design or develop any information systems?		
No	<input checked="" type="checkbox"/>	Go to the next question	
Yes	<input type="checkbox"/>	Complete the table below:	
Information system (type & size)		How adapt/design	How often
E.g. Departmental accounts system with 500 cost centres and 100 cost codes		Draw up specification for information to be held and analysis requirements for programmer to execute	Once a year
3.	Do you use any office or other equipment, tools or instruments, or vehicles, plant and machinery?		
No	<input type="checkbox"/>	Go to the next question	
Yes	<input checked="" type="checkbox"/>	Complete the table below:	
Equipment etc. used		Nature of use and responsibility	How often
E.g. Mower, rotovator and hedgecutter (£1500) Garden tools and wheelbarrow (£500)		Use and general cleaning and greasing as necessary Use and general cleaning	Daily
General office equipment – laptop, printer		General use	Daily
4.	Are you responsible for the cleaning, maintenance or repair of buildings, external creations or equivalent?		
No	<input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/>
			Complete the table below:

Building / Location	Nature of responsibility		How often
E.g. School site	Inspection of cleaning		Daily
5.	Are you responsible for the adaptation, development or design of land, buildings, other construction works or equivalent?		
No <input checked="" type="checkbox"/>	Go to the next question		Yes <input type="checkbox"/>
			Complete the table below:
Land / Building etc.	Nature of responsibility		How often
E.g. Gardens – 1 acre	Landscaping of borders		Twice per year
6.	Are you responsible for the security of any buildings, external locations or equivalent?		
No <input checked="" type="checkbox"/>	Go to the next question		Yes <input type="checkbox"/>
			Complete the table below:
Building / External Location	Nature of responsibility		How often
E.g. 15 multipurpose inside and outside sports centres (£15m)	Draw up, and ensure compliance with security policy for the centres, their contents and users		Daily on an ongoing basis
7.	Do you order or control the stock of any equipment or supplied?		
No <input checked="" type="checkbox"/>	Go to the next question		Yes <input type="checkbox"/>
			Complete the table below:
Equipment/supplies ordered or controlled	Value		How often
E.g. Ordering and stock control or departmental stationery from central supplies	£15000 pa		Monthly order
8.	Are you responsible for any personal possessions of others?		
No <input checked="" type="checkbox"/>	Go to the next question		Yes <input type="checkbox"/>
			Complete the table below:
Personal possessions	Nature of responsibility		How often

9.	Are you responsible for the planning of purchasing and the development of physical resources?			
No	<input checked="" type="checkbox"/>	Go to the next question	Yes	<input type="checkbox"/>
				Complete the table below:
Physical resources	Planning responsibility			How often
E.g. Food for schools	Securing most economical purchase of food to appropriate quality standards in accordance with procurement procedures			Continuously
10.	Do you have any other form of responsibility for physical resources, for example, developing policies or procedures in relation to physical resources, or providing advice, guidance or interpretation of policies and procedures?			
No	<input checked="" type="checkbox"/>	Go to the next section – Working Conditions	Yes	<input type="checkbox"/>
				Complete the table below:
What	Nature of responsibility			How often

Working Conditions

This factor measures any exposure to unpleasant working conditions, for example dirt, dust, heat and cold.

1. What kind of places do you normally work in? (e.g. office, clients' homes, public library, council parks and gardens, vehicle). Give approximate % of time.

Places of work	% of Time
Office/classroom environment	90%
School Environment	10%

2. If you work outside, are you required to do so in all weather conditions?

Yes <input type="checkbox"/>	Go to the next question		
No <input checked="" type="checkbox"/>	When are you not required to work outdoors?		

3. Do you experience any unpleasant environmental working conditions? (e.g. dust, dirt, temperature extremes and variations, humidity, noise, vibration, fumes, smells, steam, smoke, grease, oil, confined spaces, cramped conditions)?

No <input checked="" type="checkbox"/>	Go to the next question		Yes <input type="checkbox"/>	Compete the table below:
Environmental working condition	Nature	How long at any one time	How often - % working time	
E.g. Noise	Children shouting in a playground	½ hour	Approx 15%	

4. Do you experience any verbal abuse, aggression or other anti-social behaviour from people (other than your immediate work colleagues)?

No <input type="checkbox"/>	Go to the next question		Yes <input checked="" type="checkbox"/>	Compete the table below:
Nature and source of abuse/aggression	How long at any one time	How often - % working time		
E.g. Swearing from angry parents or members of the public		5 per day – less than 5%		
Students – swearing, aggressive behaviour (not directly at postholder, but it is a way of communicating how they feel)	5 minutes	2 per week		

5. Do you encounter any hazards in your job?

No <input checked="" type="checkbox"/>	Go to the next question		Yes <input type="checkbox"/>	Compete the table below:
Hazard	How long at any one time	How often - % working time		
E.g. Being cut when cleaning lawn mower blades	10 minutes	Once a day – 1-2%		

6. Do you encounter any other disagreeable or unpleasant working conditions in your job?					
No <input checked="" type="checkbox"/>		Go to the next question		Yes <input type="checkbox"/>	
What and Nature			How long at any one time		How often - % working time
7. Do you wear any form of protective clothing to carry out your job?					
No <input checked="" type="checkbox"/>		Questionnaire Complete		Yes <input type="checkbox"/>	
What		Why		How long at any one time	

Authorisation			
I consider that this questionnaire is a fair and accurate statement of the requirements of the job.			
Employee Sign* & Print Name			Date*
Line Manager Sign* & Print Name			Date*